

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Mary Snow School

District: Bangor School Department

Code: 1011-1159



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	121			279			13,739			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	115	115	115	269	269	269	13,422	13,440	13,395	95	95	95	96	96	96	98	98	97
With an approved accommodation	27	27	26	73	74	73	2,707	2,743	2,599	23	23	23	27	28	27	20	20	19
Current LEP Students	6	6	6	7	7	7	436	449	434	5	5	5	3	3	3	3	3	3
With an approved accommodation	4	4	4	4	4	4	196	212	185	67	67	67	57	57	57	45	47	43
IEP Students	23	23	23	45	45	45	2,123	2,131	2,111	20	20	20	17	17	17	16	16	16
With an approved accommodation	18	18	18	38	39	39	1,751	1,755	1,694	78	78	78	84	87	87	82	82	80
Students not tested in NECAP	6	6	6	10	10	10	317	299	344	5	5	5	4	4	4	2	2	3
State Approved	6	6	6	10	10	10	243	229	234	100	100	100	100	100	100	77	77	68
Alternate Assessment	6	6	6	10	10	10	219	212	210	100	100	100	100	100	100	90	93	90
First Year LEP	0	0	0	0	0	0	5	0	5	0	0	0	0	0	0	2	0	2
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	19	17	19	0	0	0	0	0	0	8	7	8
Other	0	0	0	0	0	0	74	70	110	0	0	0	0	0	0	23	23	32

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	121	6	0	115	41	36	53	46	14	12	7	6	550	269	31	48	14	7	550	13,422	15	53	23	9	545	
	MATH	121	6	0	115	32	28	51	44	21	18	11	10	547	269	26	43	16	14	546	13,440	16	48	18	18	543
WRITING	121	6	0	115	13	11	54	47	39	34	9	8	541	269	15	40	37	7	542	13,395	6	35	45	14	538	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

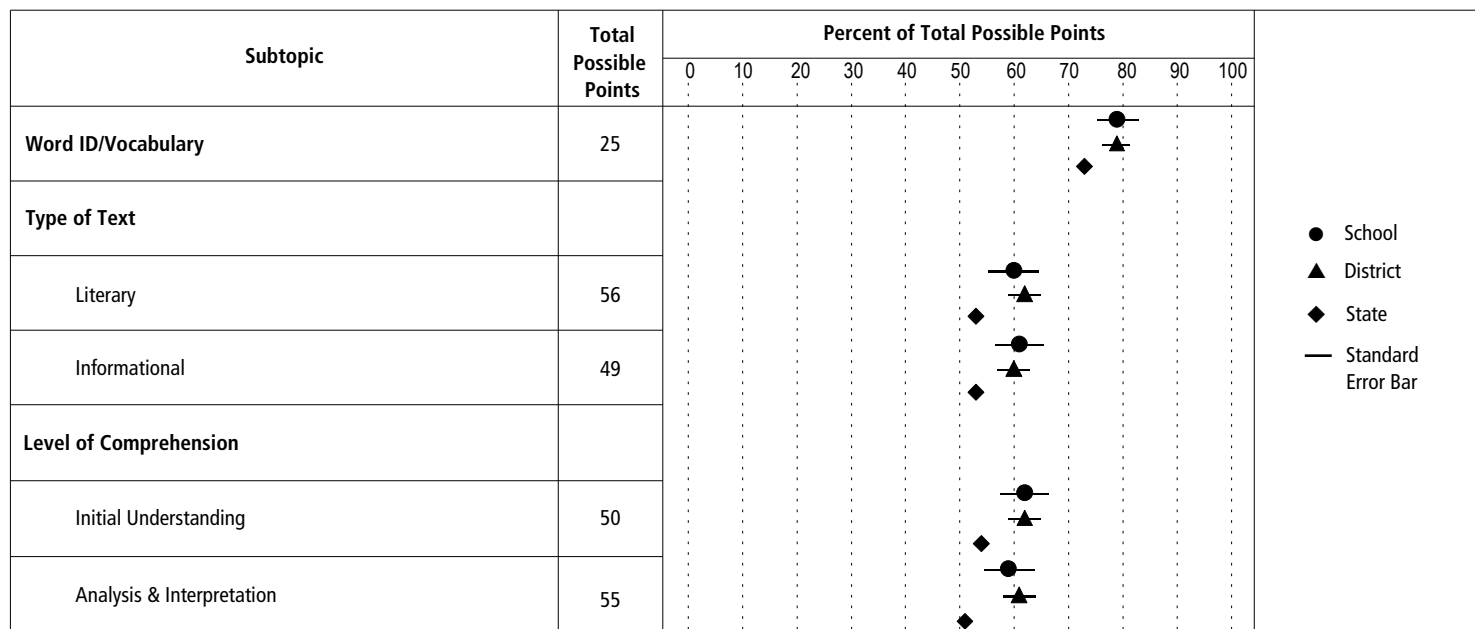
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	121	1	1	119	17	14	67	56	31	26	4	3	546
2010-11	109	2	0	107	23	21	69	64	13	12	2	2	550
2011-12	121	6	0	115	41	36	53	46	14	12	7	6	550
Cumulative Total	351	9	1	341	81	24	189	55	58	17	13	4	549
District													
2009-10	246	3	2	241	46	19	136	56	44	18	15	6	548
2010-11	238	13	0	225	48	21	128	57	35	16	14	6	548
2011-12	279	10	0	269	84	31	128	48	37	14	20	7	550
Cumulative Total	763	26	2	735	178	24	392	53	116	16	49	7	549
State													
2009-10	13,920	196	83	13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total	41,536	756	257	40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	6	0	115	41	36	53	46	14	12	7	6	550	269	31	48	14	7	550	13,422	15	53	23	9	545
Gender																									
Male	56	2	0	54	12	22	26	48	10	19	6	11	546	136	24	49	15	12	547	6,936	10	52	26	11	543
Female	65	4	0	61	29	48	27	44	4	7	1	2	554	133	39	46	12	3	552	6,486	21	54	19	6	547
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	1	0	3										5						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	1	0	1										3						117	6	40	38	15	539
Asian	4	0	0	4										5						239	21	55	15	9	547
Black or African American	5	1	0	4										11	9	45	18	27	538	387	5	35	29	30	537
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	38	38	8	15	549
White	105	3	0	102	36	35	48	47	11	11	7	7	551	244	31	48	14	7	550	12,290	16	54	23	8	545
Two or more races	1	0	0	1										1						155	13	53	24	10	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										7						436	5	34	32	29	537
Former LEP student - monitoring year 1	0	0	0	0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2	0	0	0	0										0						15	60	33	7	0	557
All Other Students	115	6	0	109	38	35	51	47	13	12	7	6	550	262	31	48	14	8	549	12,950	16	54	23	8	545
IEP																									
Students with an IEP	29	6	0	23	1	4	8	35	7	30	7	30	537	45	2	27	33	38	533	2,123	1	25	39	35	534
All Other Students	92	0	0	92	40	43	45	49	7	8	0	0	554	224	37	52	10	1	553	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students	42	2	0	40	10	25	16	40	7	18	7	18	544	129	17	49	19	15	544	6,165	8	48	29	14	541
All Other Students	79	4	0	75	31	41	37	49	7	9	0	0	554	140	44	46	9	1	555	7,257	22	57	17	4	548
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	121	6	0	115	41	36	53	46	14	12	7	6	550	269	31	48	14	7	550	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services	8	0	0	8										49	8	47	31	14	541	2,638	5	41	40	14	540
All Other Students	113	6	0	107	41	38	47	44	12	11	7	7	551	220	36	48	10	6	551	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan	6	0	0	6										18	11	61	22	6	544	300	9	52	30	9	543
All Other Students	115	6	0	109	40	37	49	45	13	12	7	6	551	251	33	47	13	8	550	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

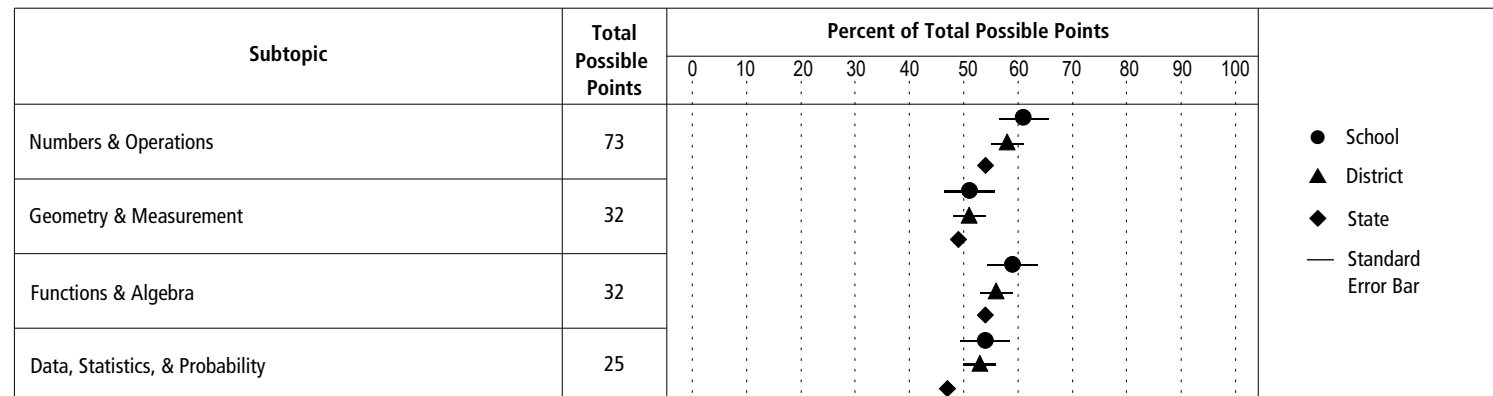
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	121	1	2	118	25	21	58	49	21	18	14	12	545
2010-11	109	3	0	106	32	30	55	52	11	10	8	8	549
2011-12	121	6	0	115	32	28	51	44	21	18	11	10	547
Cumulative Total	351	10	2	339	89	26	164	48	53	16	33	10	547
District													
2009-10	246	3	3	240	55	23	122	51	33	14	30	13	546
2010-11	238	13	0	225	53	24	122	54	28	12	22	10	547
2011-12	279	10	0	269	71	26	117	43	44	16	37	14	546
Cumulative Total	763	26	3	734	179	24	361	49	105	14	89	12	546
State													
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total	41,536	643	254	40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	6	0	115	32	28	51	44	21	18	11	10	547	269	26	43	16	14	546	13,440	16	48	18	18	543
Gender																									
Male	56	2	0	54	11	20	24	44	12	22	7	13	545	136	28	40	16	15	545	6,949	17	47	18	18	543
Female	65	4	0	61	21	34	27	44	9	15	4	7	548	133	25	47	17	12	546	6,491	16	49	18	17	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	1	0	3										5						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	1	0	1										3						119	7	47	24	23	540
Asian	4	0	0	4										5						242	23	48	14	15	546
Black or African American	5	1	0	4										11	9	45	18	27	539	392	4	31	21	44	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	23	54	8	15	546
White	105	3	0	102	28	27	46	45	18	18	10	10	547	244	27	44	16	14	546	12,295	17	49	18	16	543
Two or more races	1	0	0	1										1						155	19	45	18	18	543
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										7						449	3	32	20	44	534
Former LEP student - monitoring year 1	0	0	0	0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2	0	0	0	0										0						15	47	33	7	13	555
All Other Students	115	6	0	109	31	28	48	44	20	18	10	9	547	262	27	43	16	14	546	12,955	17	48	18	17	543
IEP																									
Students with an IEP	29	6	0	23	2	9	5	22	9	39	7	30	535	45	4	20	27	49	532	2,131	3	24	24	49	532
All Other Students	92	0	0	92	30	33	46	50	12	13	4	4	550	224	31	48	14	7	548	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students	42	2	0	40	4	10	17	43	11	28	8	20	539	129	11	44	23	22	540	6,181	8	43	23	26	539
All Other Students	79	4	0	75	28	37	34	45	10	13	3	4	550	140	41	43	10	6	551	7,259	23	52	14	10	546
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	121	6	0	115	32	28	51	44	21	18	11	10	547	269	26	43	16	14	546	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services	8	0	0	8										49	2	37	31	31	536	2,644	3	36	30	32	537
All Other Students	113	6	0	107	32	30	49	46	16	15	10	9	547	220	32	45	13	10	548	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan	6	0	0	6										18	6	61	17	17	541	300	10	45	24	20	541
All Other Students	115	6	0	109	32	29	47	43	20	18	10	9	547	251	28	42	16	14	546	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Writing Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

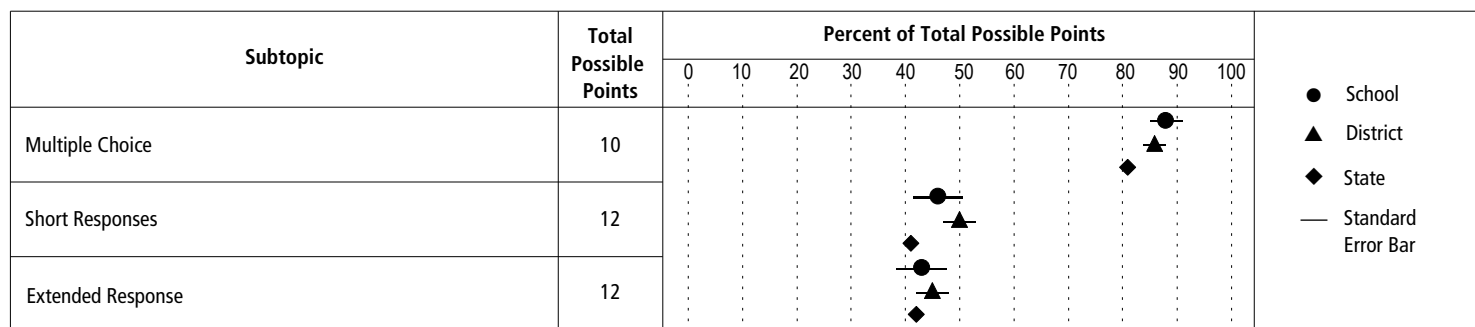
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	109	2	0	107	14	13	59	55	32	30	2	2	545
2011-12	121	6	0	115	13	11	54	47	39	34	9	8	541
Cumulative Total	230	8	0	222	27	12	113	51	71	32	11	5	543
District													
2009-10													
2010-11	238	12	1	225	26	12	100	44	91	40	8	4	542
2011-12	279	10	0	269	41	15	108	40	100	37	20	7	542
Cumulative Total	517	22	1	494	67	14	208	42	191	39	28	6	542
State													
2009-10													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total	27,616	543	243	26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Writing Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	6	0	115	13	11	54	47	39	34	9	8	541	269	15	40	37	7	542	13,395	6	35	45	14	538
Gender																									
Male	56	2	0	54	4	7	21	39	20	37	9	17	537	136	11	39	39	11	540	6,914	3	28	50	19	535
Female	65	4	0	61	9	15	33	54	19	31	0	0	544	133	20	41	35	4	545	6,481	9	42	41	9	541
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	1	0	3										5						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	1	0	1										3						117	1	21	50	29	532
Asian	4	0	0	4										5						238	8	40	39	13	540
Black or African American	5	1	0	4										11	0	55	18	27	534	384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	15	62	8	15	545
White	105	3	0	102	12	12	46	45	36	35	8	8	541	244	16	39	39	7	542	12,269	6	35	46	14	538
Two or more races	1	0	0	1										1						155	5	34	42	19	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										7						434	4	24	42	30	533
Former LEP student - monitoring year 1	0	0	0	0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2	0	0	0	0										0						15	20	53	27	0	546
All Other Students	115	6	0	109	11	10	51	47	38	35	9	8	541	262	15	40	37	8	542	12,926	6	35	45	14	538
IEP																									
Students with an IEP	29	6	0	23	1	4	2	9	12	52	8	35	530	45	2	4	53	40	528	2,111	<1	8	43	48	527
All Other Students	92	0	0	92	12	13	52	57	27	29	1	1	544	224	18	47	34	1	545	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students	42	2	0	40	1	3	15	38	16	40	8	20	535	129	5	33	48	13	537	6,149	3	26	50	21	535
All Other Students	79	4	0	75	12	16	39	52	23	31	1	1	545	140	24	46	27	2	547	7,246	8	42	41	9	540
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	121	6	0	115	13	11	54	47	39	34	9	8	541	269	15	40	37	7	542	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services	8	0	0	8										49	2	24	59	14	535	2,633	2	20	55	23	534
All Other Students	113	6	0	107	13	12	52	49	34	32	8	7	542	220	18	44	32	6	544	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan	6	0	0	6										18	6	22	61	11	535	299	2	24	57	17	535
All Other Students	115	6	0	109	12	11	53	49	35	32	9	8	541	251	16	41	35	7	543	13,096	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.